DOCUMENT RESUME

ED 070 871 VT 018 414

AUTHOR	Andreyka, Robert E.; Shirley, Del
TITLE	Foundations for Vocational Teacher Education Curricula.
INSTITUTION	Ohio State Univ., Columbus. Center for Vocational and Technical Education.
PUB DATE	Dec 72
NOTE	7p.; Presentation at American Vocational Association Annual Convention (Chicago, Ill., December, 1972)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Development; *Instructor Coordinators; *Performance Based Teacher Education; Performance Specifications; *Research Projects; *Teacher Education Curriculum; Teaching Models; *Vocational Education Teachers

ABSTRACT

This paper reviews the background research for and discusses the developmental foundations of the performance-based teacher education project at The Center for Vocational and Technical Education at The Ohio State University. Phase I of the project was concerned with performance requirements for vocational education teachers, and Phase II was concerned with performance requirements, for teacher-coordinators of cooperative programs in vocational education. Data from these two phases were merged to form a foundation for evolving performance-oriented objectives to be used as guides in the development of teacher education curriculums. Modules based on these studies will be written for preservice and inservice teacher education and curriculums therefrom will be developed by two teacher education institutions, with the effort coordinated by The Center. A related document is available in this issue as VT 018 413. (MF)

ED 070871

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

FOUNDATIONS FOR

VOCATIONAL TEACHER EDUCATION

CURRICULA

Robert E. Andreyka
Research and Development Specialist

Del Shirley
Research and Development Specialist

The Center for Vocational and Technical Education

The Ohio State University

Columbus, Ohio 43210

Paper presented at the

American Vocational Association Annual Convention

Chicago, Illinois

December, 1972

FILMED FROM BEST AVAILABLE COPY

US 010 414

FOUNDATIONS FOR VOCATIONAL TEACHER EDUCATION CURRICULA

Many proponents of performance-based teacher education feel that it should be on a foundation of:

- Identified Teacher Competencies
- Instructional Objectives Based on Those Competencies
- Sound Instructional Procedures and Materials

This report provides a brief overview of the Center's research efforts in performance-based teacher education involving two major research and development projects. The discussion which follows focuses on how a foundation was established for the developmental work now underway.

BACKGROUND RESEARCH

The current project, titled "Cooperative Development of Professional Teacher Education Curricula," is based upon a series of studies in the project entitled "Model Curricula for Vocational and Technical Teacher Education" which were conducted at The Center for Vocational and Technical Education under the direction of Dr. Calvin Cotrell.

Over 1,000 vocational personnel representing all states and vocational services participated in these studies. The research project itself was concerned with determining the pedagogical performance requirements for vocational and technical teachers and the differences in requirements among the vocational services. Several means were used to gather relevant data. An occupational analysis methodology was used to identify competencies required of vocational teachers. Task forces (teacher educators, state supervisors and master teachers) vocational and critical incident studies were then used to verify the competencies.

In October, 1967, Center personnel began work on Phase I of the project. This phase was concerned with the performance requirements of teachers of conventional types of program in Agricultural, Business, Distributive, Distributive, Health Occupations, Home Economics, Technical, and Trade and Industrial Education.

Two hundred and thirty-seven performance elements[1] or competencies were identified. Only minor differences were found in the pedagogical performance requirements for teachers of the various vocational services.

Phase II was concerned with the performance requirements of teacher-coordinators of cooperative programs in: Off-Farm Agricultural, Office Occupations, Distributive, Wage-Earning Home Economics, Trade and Industrial, and Special Needs Education. Again, little difference in the pedagogical performance requirements of teachers was found among the vocational services.

This phase identified 385 elements, which were verified and divided into 10 categories:

- Program Planning, Development and Evaluation
- Instruction-Planning
- Instruction-Execution
- Instruction-Evaluation
- Management
- Guidance
- School-Community Relations
- Student Vocational Organization

---

[1] A performance element is a statement of an observable behavior which describes what a teacher will be doing as he functions in the teacher role. An example would be "Present information with overhead projector."

. Professional Role and Development

. Coordination

A merger of the data from Phases I and II was then completed and a list of 384 elements was established. Related performance elements were then grouped into clusters within their respective categories. The grouping of elements under 50 performance oriented cluster titles resulted from a combination of a factor analysis and logical synthesis by the project staff, for example:

Category: Planning of Instruction

Cluster: Plan a Lesson

Performance Elements: Identify the specific objectives for a lesson.
Select teaching techniques for a lesson.
Plan student learning experiences for a lesson.
Write a lesson plan.

The merged data served as a foundation for the development of performance-oriented general objectives which may be used as guides in the development of teacher education curricula.

PRESENT EFFORT

Based upon the findings of these earlier studies, we have moved into the developmental stage of a project focusing on the production of modules which can be used to provide pre- and in-service teachers with performance-based teacher education.

This project, which was initiated under the direction of Dr. Cotrell, is entitled Cooperative Development of Professional Teacher Education Curricula. It is designed to develop and evaluate viable teacher education curricula which will be performance-based and will emphasize individualized instruction,

the core concept, and the cooperative education concept.

The materials being developed are performance-based, that is, based upon competencies identified as important to successful teaching and relevant to the needs and duties of teachers. While curricular materials are being designed to be used primarily as directed self-instructional packages to facilitate individualized instruction of preservice and inservice teachers, we intend that they be useful to teacher educators as guides for planning group instruction.

Since very few meaningful differences were found in the pedagogical performance requirements for teachers in the various vocational services, we anticipate that many of the packages being developed will eliminate the present duplications usually found in course offerings. Core-type instructional packages may be used as common offerings by teacher educators and common learning experiences may be provided to teachers in each of the vocational services.

Through the application of cooperative education concepts, we foresee higher quality and greater efficiency in teacher education. In preservice programs, we propose that the prospective teacher might move into the school setting an on-the-job learner or as a paraprofessional. He could then grow to the level of a professional teacher in an organized program while being exposed to real school experiences. At the same time, this prospective teacher could have available individualized instruction packages or modules designed to help him build teacher competencies.

Two teacher education institutions were selected to develop the curricula. The rationale for this decision was that the teacher education curricula will be of higher quality and more acceptable to others as a result of development in the 'real world' and involvement of many vocational personnel representing

all vocational services in different geographic locations.

The Division of Vocational, Adult and Community College Education of Oregon State University as well as the University of Missouri Practical Arts and Vocational-Technical Education faculty, Oregon and Missouri State Departments of Vocational Education and the Center for Vocational and Technical Education are engaged in a cooperative venture to develop curricula for vocational and technical teacher education.

The Center at The Ohio State University is serving as a coordinating and support agency with Center staff at each of the cooperating teacher education institutions. The site members are working with faculty members to develop performance based vocational and technical teacher education curricula which are based directly on the aforementioned research.

The agreement among agencies established that the Center site team work cooperatively with vocational teacher education faculties in developing and testing the modules. Each Center site team consists of two full-time research and development specialists, one half-time graduate research associate, and one full-time clerical person. These personnel are working with the faculty of the cooperating institution, which is contributing 12 man days per week or more (2.4 FTE).

A coordinating board, consisting of the project director, the site team leaders, the department heads, and the state directors, is established to resolve problems and expedite the work of the project. This board meets quarterly and discusses key problems concerned with module development.

A review board consisting of the state directors of vocational education, the deans of the two colleges of education, the director of the Center and the Center assistant director for development, meets twice a year to evaluate the progress of the project.

Stage I of the present effort, Cooperative Development of Professional Teacher Education Curricula, began when the site teams arrived on the two campuses during September, 1971 to work with the vocational faculty. The module writing and review process will be discussed in detail in the next presentation.

REFERENCES

Cotrell, C., Bennett, J., Cameron, W., Chase, S., Molnar, M., and Wilson, R., Model Curricula for Vocational and Technical Teacher Education: Report No. I--PERFORMANCE REQUIREMENTS FOR TEACHERS, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1971a

Cotrell, C., Bennett, J., Cameron, W., Chase, S., Molnar, M., and Wilson, R., Model Curricula for Vocational and Technical Teacher Education: Report No. II--GENERAL OBJECTIVES, SET I, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1971b.

Cotrell, C., Cameron, W., Chase, S., Doty, C., Gorman, A., and Molnar, M., Model Curricula for Vocational and Technical Teacher Education: Report No. III--PERFORMANCE REQUIREMENTS FOR TEACHER-COORDINATORS, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1972.

Cotrell, C., Chase, S., and Molnar, M., Model Curricula for Vocational and Technical Education: Report No. IV--A FOUNDATION FOR PERFORMANCE-BASED INSTRUCTION, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1972.

Cotrell, C., Chase, S., and Molnar, M., Model Curricula for Vocational and Technical Teacher Education: Report No. V--GENERAL OBJECTIVES, SET II, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1972.